

**THE ROLE OF PROJECT-BASED LEARNING METHOD IN IMPROVING
THE STUDENTS' SPEAKING SKILL AT SMKN 1 KRAKSAAN**

THESIS

**This thesis is submitted to meet one of the requirements to achieve Master Degree
of English Language Education**



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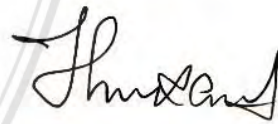
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Hereby, declare that:

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2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by other freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 23rd October 2018



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THE ROLE OF PROJECT-BASED LEARNING METHOD IN IMPROVING THE STUDENTS' SPEAKING SKILL AT SMKN 1 KRAKSAAN

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ABSTRACT

Speaking is the productive skill in developing the ability as second and foreign language to communicate clearly and efficiently. It is one of the important English language skill for students especially Senior and Vocational High School level. Nevertheless, several problems emerged in the teaching and learning of speaking skill. One of those problems was the students lacked vocabulary and motivation to learn English speaking, they got difficult to pronounce the words correctly, they felt anxious to speak English and so on. For that a reason, the researcher provided an effective solution to cope the problems encountered through Project-Based Learning (PjBL) method. This method has been popular in the curriculum 2013 which had been applied in SMKN 1 Kraksaan. PjBL is a teaching method which uses projects or activities as the core media in the teaching and learning process in which the students have full authority to gain knowledge in their own way. Meanwhile, the teacher acts as a facilitator toward the students' learning process.

As a result, this research was intended to know whether or not PjBL could give a significant effect on the students' speaking achievement. This research employed quasi-experimental with none equivalent (Pre-Test and Post-Test) control group design. Moreover, this research was conducted at SMKN 1 Kraksaan, specifically at the eleventh grade. The researcher chose the students of two classes of the office administration namely APK 2 consisted of 34 students as the experimental group and 33 students of APK 1 as the control group. Furthermore, PBL was applied for APK 2 while APK 1 was applied using Grammar Translation Method (GTM).

Based on the result of the Independent Sample T-test, the students' speaking score showed that the obtained probability from the Experimental and Control groups were sig .00. It claimed that the sig .00 was less than .05 which was stated that there was meaningful evidence to accept the alternative hypothesis (H_a) and the null hypothesis (H_o) was rejected. In other words, it can be concluded that PjBL could contribute significant effect on improving the students' speaking skill and it can be promoted by the teacher as a teaching method to English speaking skill.

Keywords: *Project-Based Learning (PjBL), Speaking Skill.*

PERAN METODE PEMBELAJARAN BERBASIS PROYEK DALAM MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI SMKN 1 KRAKSAAN

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ABSTRAK

Berbicara adalah keterampilan produktif dalam mengembangkan kemampuan sebagai bahasa kedua dan asing untuk berkomunikasi secara jelas dan efisien. Ini adalah salah satu keterampilan bahasa Inggris yang penting bagi siswa terutama tingkat SMA dan SMK. Namun demikian, beberapa masalah muncul dalam pengajaran dan pembelajaran keterampilan berbicara. Salah satu masalah tersebut adalah siswa tidak memiliki kosakata dan motivasi untuk belajar bahasa Inggris, mereka sulit untuk mengucapkan kata-kata dengan benar, mereka merasa ingin berbicara bahasa Inggris dan sebagainya. Untuk alasan itu, peneliti memberikan solusi efektif untuk mengatasi masalah yang dihadapi melalui metode Project-Based Learning (PjBL). Metode ini telah populer di kurikulum 2013 yang telah diterapkan di SMKN 1 Kraksaan. PjBL adalah metode pengajaran yang menggunakan proyek atau kegiatan sebagai media inti dalam proses belajar mengajar di mana siswa memiliki otoritas penuh untuk mendapatkan pengetahuan dengan cara mereka sendiri. Sementara itu, guru bertindak sebagai fasilitator terhadap proses belajar siswa.

Hasil dalam penelitian ini bertujuan untuk mengetahui apakah PjBL dapat memberikan pengaruh yang signifikan terhadap prestasi berbicara siswa. Penelitian ini menggunakan quasi-eksperimental dengan desain kelompok kontrol yang tidak setara (Pre-Test dan Post-Test). Selain itu, penelitian ini dilakukan di SMKN 1 Kraksaan, khususnya pada tingkat kesebelas. Peneliti memilih siswa dari dua kelas administrasi kantor yaitu APK 2 yang terdiri dari 34 siswa sebagai kelompok eksperimen dan 33 siswa APK 1 sebagai kelompok kontrol. Selanjutnya, PBL diterapkan untuk APK 2 sedangkan APK 1 diterapkan menggunakan Metode Terjemahan Grammar (GTM).

Berdasarkan hasil Independent Sample T-test, skor berbicara siswa menunjukkan bahwa probabilitas yang diperoleh dari kelompok Eksperimental dan Kontrol adalah ,00. Ini mengklaim bahwa ,00 kurang dari ,05 yang menyatakan bahwa ada bukti yang bermakna untuk menerima hipotesis alternatif (H_a) dan hipotesis nol (H_o) ditolak. Dengan kata lain, dapat disimpulkan bahwa PjBL dapat memberikan kontribusi yang signifikan terhadap peningkatan keterampilan berbicara siswa dan dapat dipromosikan oleh guru sebagai metode pengajaran untuk keterampilan berbahasa Inggris.

Kata Kunci: Pembelajaran Berbasis Proyek (PjBL), Keterampilan Berbicara.

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success to finish this research speedily. The hope that one day, this research could be beneficial for Educational practicing in Indonesia, especially in English learning of speaking.



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INTRODUCTION

Nunan (2003) points out, “Speaking is one of the important and essential skills that must be practiced to communicate orally, and it is a priority for many second and foreign language learners.” Moreover, Kayi (2006) states that speaking is the productive skill in developing the ability to communicate clearly and efficiently. In addition, Ricard (2008) states, “ The students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.”

Nevertheless, several problems emerge in the teaching and learning of speaking skills, namely: most students lack of motivation and lack of vocabulary; they are very silent and passive, even hesitate to answer any question or take self-initiative when needed to participate in the classroom activity (Alibakshi and Padiz, 2011). In addition, they are not able to express their ideas and comprehend the information well because they have very limited vocabulary and get difficulty to pronounce the word correctly (Murcia, 2012 and Ur, 2009). Meanwhile, Trent (2009) and Togatorop (2009) conducted a study on the students’ difficulty in speaking English. The result showed that the students lacked of vocabulary and had limited command over grammar; they could not pronounce words correctly; and they were afraid of making mistakes in a real conversation because they also had limited opportunities to speak English outside the classroom. And the other problems may derive from the government policy which has to create an appropriate curriculum in order to enhance the development of confidence and competence in speaking by providing appropriate syllabus design, principles of teaching, methods

of teaching, types of tasks or materials and speaking assessment (Billet, 2011; Bailey, 2005 and Songsiri, 2007).

However, the aims of teaching and learning English speaking are not only to help the students have good speaking skill but also to integrate speaking skill with other skills. Indeed, curriculum 2013 for Senior or Vocation High School level states that the students are demanded for processing, analyzing and presenting developments of the knowledge in learning process. As a result, the students are expected to be able to enhance their skill in own their way through scientific principles. Thus, the teachers must design teaching methods that are related to the scientific principles. One of the teaching methods that has been implemented for teaching speaking in Senior or Vocation High School level related to the scientific principles is Project-Based Learning (PjBL) which uses projects or activities as the core media to foster students' motivation in the class. The students learn the subject through exploring, assessing, interpreting, synthesizing, and gaining information in order to produce varied learning outcomes.

PjBL is a teaching method that encourages the students to design, plan, and carry out an extended project and produce a publicly-exhibited output such as a product, publication, or presentation (Patton, 2012). In addition, Powel and Weenk (2006) state, "The key features of PjBL method aim at fostering the students' centeredness, teamwork, interdisciplinary, development of critical thinking and competencies related to interpersonal communication and project management". By using PjBL method, the students can get several positive outcomes. Firstly, they can elevate their speaking; be motivated to learn English speaking; and enhance their critical thinking in learning process (Grant, 2013; Cuma, 2012; Trujillo, 2012;

Maro and Nurbatra, 2013). Secondly, they can cooperate, communicate, and utilize their critical thinking under their teacher's guided reflection until final submission and presentation of their project (Thomas, 2000). Thirdly, Boaler (2002) reveals that PjBL is generally accepted as an effective method for teaching speaking because it can reduce the students' anxiety. Furthermore, the overview of research (Roessingh and Chambers, 2011) revealed that the application of PjBL improved the quality of teaching and contributed to higher level of cognitive development concerning students' speaking skill. Thus, those previous studies showed that PBL gives many benefits in the teaching and learning of English, especially for speaking skill.

Based on the researcher's preliminary study which was conducted on 25th October 2017 at second grade of Accounting 1 and 2 in SMKN 1 Kraksaan and the topics were about reservation, arrangement, confirmation, cancellation, and complain. Therefore, it was found out there were some problems in teaching and learning of speaking. Firstly, the students' speaking ability was low because they lacked of vocabulary and got difficult to pronounce words correctly. Secondly, they felt lowly motivated to learn English speaking. Thirdly, they were anxious when presenting in front of the whole class. Lastly, they were very passive and even had nothing to say to express their thoughts during the process of the teaching and learning in the class.

Besides, it was found that some teachers still used teacher-centered approach in the teaching and learning activities. Even through this school had provided good internet connection and multimedia tools such as projector, LCD screen, and audio-speaker in the class, it seemed that the utilization of those media had not been fully

effective. Thus, the teachers should enhance the quality of the teaching and learning process. Hence, considering some reasons as mentioned before, the researcher conducts a research entitled **“The Role of Project-Based Learning Method in Improving the Students’ Speaking Skill at SMKN 1 Kraksaan”**.

Based on the research background, the research question is stated as follows: “Does Project-Based Learning method have a significant effect on the students’ speaking achievement?”

In this research is provided the alternative hypothesis (H_a) is stated as follows: Project- Based Learning has a significant effect on the students’ speaking achievement.

REVIEW OF RELATED LITERATURE

Teaching Speaking at Vocational High School

Speaking is a productive oral skill which deals with producing systematic verbal utterances to convey meaning. Thus, teaching speaking is an interactive process of conveying, transferring, or constructing meaning that involves producing, receiving and processing in developing the ability to communicate clearly and efficiently (Bailey, 2005). In Indonesia, there are two categories of Secondary School namely, Senior High School and Vocational High School. Therefore, in this study is focused on the teaching of speaking at Vocational High School (SMK) which is aimed at providing the students with the ability to communicate in English. Thus, vocational students are required to be more communicative, especially when they enter the job field (Curriculum, 2013). Moreover, Hutchinson and Waters (2000) state that English for specific purposes is very needed to design the courses in order to reach the teaching and learning

objectives at Vocational High School. Thus, to achieve those goals of the teaching of speaking at Vocational High School, the teachers are demanded to be creative in selecting appropriate methods, materials and media in order to elevate the students' speaking communicatively.

The Method of Teaching Speaking

Richard and Roger (2001) state, "Method is a combination of activities, roles of teachers and students, materials, teaching procedures and techniques that are applied in the classroom to achieve the demanded teaching and learning objectives." Furthermore, Larsen and Freeman (2000) state, "Methods serve as a foil for reflection that can aid the teachers in bringing to conscious awareness of the thoughts in the teaching speaking activities." In brief, method of teaching speaking is a planned design for teaching materials, procedures, controlling and manipulating the activities especially for speaking skill (Brown, 2000). More specifically, this study is focused on the method of teaching speaking that is Project-Based Learning method (PjBL). According to Fragoulis (2009) PjBL provides several positive outcome of teaching speaking skill, namely it can create an optimal environment for practicing speaking English and make the students actively engage in learning speaking and enhance the students' interests, and motivation when conducting speaking activities.

Project-Based Learning

Project-Based Learning (PjBL) has been popular for many years and represents another method to students-centered learning based on constructivist principles. Brown (2004) states that the students-centered is an important part of PjBL method which gives the students the freedom of choices and responsibility

for their learning in term of topic of projects, materials, and even presentation the products. Moreover, Ministry of Education and Culture (2013) defines, “PjBL is a teaching method which uses projects or activities as the core media in the teaching and learning process in which the students have full authority to gain knowledge in their own way; meanwhile, the teacher acts as a facilitator toward the students’ learning process.” In addition, Patton (2012) suggests that PjBL refers to a teaching method in the teaching and learning process that requires the students to design, plan, and carry out an extended project and produce a publicly-exhibited output such as a product, publication, or presentation”. Barrows (2001) points out, “The goals of PjBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation of learning activities.” On the other hand, the teacher and students have to consider the weaknesses of implementing PjBL that is generally the project will be conducted in a long-term such as several weeks, or even more than a month because it requires several stages to be accomplished during the teaching and learning process (Beckett, 2002).

Characteristics of PjBL

PBL is becoming increasingly popular in general education as well as in second and foreign language teaching. It has a number of characteristics which make it particularly effective in the language teaching and learning process. They are as follows: 1) PjBL is process and product oriented; 2) the teacher has a role as a facilitator; 3) the students agree on a project plan and questions; 4) the students initiate the problems and challenges; 5) the students create a schedule on how they solve the problem and create the projects; 6) the students learn collaboratively to

collect, analyze, and report data orally or in writing (Ministry of Education and Culture, 2013). Meanwhile, Srikrui (2008) also suggests that PjBL method activities can have such characteristics as: (1) focusing on content learning rather than on specific language patterns; (2) focusing on the student-centered with the teacher as a facilitator or coach; (3) encouraging collaboration among students; (4) leading to the authentic integration of language skills and processing information from multiple sources; (5) allowing the students to demonstrate their understanding of content knowledge through an end product such as an oral presentation, a poster session, a bulletin board display, or a stage performance; and (6) bridging the use of English in class and the use of English in a real life context. More importantly, PjBL is both process-oriented and product-oriented because the students actively engage in information gathering, processing, and reporting over a period of time, and the outcome increases content knowledge and language mastery (Stoller, 1997).

Types of Project

According to Sawsan (2004), there are three types of project which involve the teacher and students to decide and to design the topics and activities during the lesson. Those types of project are explained as follows:

1. Structured project is the teacher determines and organizes in terms of topics, materials, methodologies and presentations. It means that the topics as well as the methods for collecting and analyzing the information are selected by the teacher. As a result, the students have limited choices to elaborate their projects since the teacher prescribes the topics along with all ways to gain the information.

2. Semi-structured project is this project is defined and organized by both the teacher and students in terms of topics, materials, methodologies and presentations. The teacher defines the general topic and the students also have a responsibility related to the topic of projects, but the students have full authority to choose their own topic as well as the way they accomplish the information and projects. In addition, the students also have a responsibility regarding the material methodology and even presentations.
3. Unstructured project is generally defined and organized by the students themselves. Thus, the students have full responsibility to choose the topics, materials and even presentations.

Thus, in this research, semi-structure project is utilized in order to involve the teacher and students to design the topics and presentations in the process of teaching and learning speaking activities.

Strategies to Employ PjBL in Teaching Speaking

The following steps constitute a practical guide for the sequencing project activities in which the teacher can maximize the potential benefits of PjBL method. According to Ministry of Education and Culture (2013), there are six stages of PBL method in the teaching and learning process as follows:

1. Starting with the essential question

The question that will be offered in PjBL lesson must be engage the students. It is an open-ended question which means that the students may explain and find out different information to answer the question. In this stage, there are several considerations such as: (1) the students should take a real-world topic and begin for in depth investigation; (2) the question must be

authentic topics and situations; (3) the teacher should require the students to make an impact by answering the question or solving the problem; (4) the teacher should take the relevant question to the students in their live or real-world.

2. Designing a plan for the project

In designing the project, the first essential part is select the content standards to be addressed by the teacher to involve the students in the planning process. After selecting the topic, the teacher and students determine the final outcomes of the projects such as written report, debate, letter, handbook, oral presentation, video, and performance of role play.

3. Creating a schedule

After the topics and final outcome of the projects are determined, the teacher and students work out the project in details from opening activities to the completion of the project. In this step, the students consider their roles, responsibility, and collaborative work groups then they consult a deadline for projects completion with the teacher. Finally, the students with their group discuss on the timing for gathering, sharing, and compiling information, and presenting their final projects.

4. Monitoring the students and progressing of the project

In this stage, the teacher and students have different role. The students are ready to work to complete their project in groups, organize the information and discuss the value of the data that they have collected. The goal is to identify the information that is crucial for the completion of their projects. While the students are working on their project, the teacher monitors the students'

activities and their project progress. After that the teacher reminds the students in every part of the process belongs to them and needs their total involvement. It can be a clear assessment if the teacher assesses the process through creating team rubrics and project rubrics. Team rubrics state the expectation of each team member while project rubrics refer to evaluate the requirements of projects.

5. Assessing the outcome

Before assessing the outcome, the students present the final outcome of their projects based on their agreement before. They discuss about their friends' project, give feedback on it and provide several questions or comments to the students who are presenting their project in order to build the students' critical thinking. After that, the students reflect on the language mastered and the subject matter acquired during the project. In addition, the students are asked to make recommendations that can be used to enhance similar projects in the future. Moreover, during this stage, the teacher also provides the students with feedback on their language and content learning about how they understand the information and what they need to improve on their skills.

6. Evaluating the experience

In the busy schedule of a school day, there is often little time for reflection which is a very important of the learning process. Indeed, the teacher allows the students to do individual reflection such as journaling, as well as group reflection and discussion. The teacher also guides the students to share their feelings and experiences, and discuss what work well and need to change.

The Teacher's Role in PjBL Method

In implementing PjBL, the teaching and learning process move away from the teacher-centered classroom toward the students-centered classroom. As a result, the teacher's role is not dominant but has an important role of achieving the objectives of PjBL within the classroom. Railsback (2002), suggests that the teacher acts as a guide, coach, advisor, coordinator and facilitator in the classroom. Besides, the teacher should have several roles in implementing PjBL, namely 1) Designing task and skill needed to carry out the projects; 2) Facilitating the process of analyzing projects task, setting up the plan of action and evaluating the project; 3) Determining how the project will contribute to the students learning; 4) Facilitating the students to improve their decision making, thinking, and problem-solving skills; 5) Facilitating the students to enhance their personal responsibility, self-esteem, and integrity; and 6) Facilitating the students to enhance their interpersonal skills, such as working as teams, working with community members and working with people who have different background.

Advantages of PjBL Method

PjBL offers many advantages and challenges when implemented in the classroom. There are some strategies to successfully meet these challenges. Fragoulis (2009) states that there are some positive outcomes of implementing PjBL method in the teaching and learning of speaking skill. They are as follows: 1) PjBL provides contextual and meaningful learning for the students; 2) it can create an optimal environment for practicing speaking English; 3) makes the students actively engage in project learning; 4) enhances the students' interests, motivation, engagement, and enjoyment; 5) promotes social learning that can enhance

collaborative skills; 6) and can give an optimal opportunity to improve the students' language skills. Thus, PjBL gives many benefits in the teaching and learning of English, especially for speaking skill.

Disadvantages of PjBL Method

In the teaching and learning speaking through PjBL is particularly claimed as an effective method because it is aimed at enhancing the students' speaking skill. In fact, in the implementation of PjBL, the students and teacher have to consider several problems emerge during the activities in the class. According to Westwood (2008) states that the students have lost interest and motivation to English because when they get difficult projects in group, some students dominate the works while other students do little work. In addition, at the beginning of the project work, some students feel uncomfortable with being given choices or topics and they are apprehensive about project work (Fragoulis, 2009). Moreover, Beckett (2002) states that the implementation of PjBL generally the projects will be conducted in a long-term such as several weeks or more than a month because it requires several stages to be accomplished in teaching and learning process.

RESEARCH METHOD

Research Design

This research was intended to investigate the effect of Project-Based Learning (PjBL) on the improvement of the students' speaking skill. Therefore, the research design applied was experimental research design. Cohen, Manion and Morrison (2005) elaborate that experiment includes providing a change of the independent variable and monitoring the effect of that change toward the dependent variable. Furthermore, with the experimental design, the researcher tests the

influence of a treatment and determines whether it impacts outcome on the dependent variable or not (Cresswell, 2009). In short, the researcher used the quantitative experimental design in order to investigate the possible effect of PjBL on the students' speaking achievement.

Due to the incapability of determining every subject of the population to group randomly in SMKN 1 Kraksaan, the researcher used the available classes as the intact groups. It is in line with Creswell (2012) who states that in education setting, many experimental situations occur in which the researchers use intact groups mostly because of the availability of the participants or because the setting prohibits forming artificial groups. For that reason, this research employed quasi-experimental with none equivalent (Pre-Test and Post-Test) control group design because the participants had been assigned to treatments non-randomly. White and Sabarwal (2014) point out that quasi-experimental design includes the formation of two group comparison when it is unlikely or not possible to randomize the participants or groups to treatment and control groups.

Research Variable

There were two variables which were examined in this study, namely the independent and the dependent variables. Fraenkel, Wallen and Hyun (2012) define the independent variables as those that the researcher intends to investigate in order to judge their possible effect on one or more variables. The dependent variable, on the other hand, is the variable that the independent variable is presumed to affect. The independent variable in this study was PjBL method and the dependent variable was the students' speaking achievement. Thus, in this context, the researcher

investigated the effect of PjBL method on the improvement of the students' speaking.

Population and Sample

This study was conducted at SMKN 1 Kraksaan. The target population of this research was all of the students who currently took English speaking skill at the eleventh grade of SMKN 1 Kraksaan. More specifically, as mentioned in the research background, the accessible population was all the students in the eleventh grade which were grouped into six majors, namely Accounting (Akutansi) consisted of three classes, Multimedia (Multimedia) one class, Marketing (Pemasaran) two classes, Office Administration (Administrasi Perkantoran) three classes, Computer and Network Engineering (Teknik Komputer dan Jaringan) one class, and Software Engineering (Rekayasa Perangkat Lunak) one class. Population is defined as the larger group or all members of class of people, events, or objects (Ary, 2009). Therefore, the population of this research was all of the students of the eleventh grade of SMKN 1 Kraksaan.

Not all of the students could be observed related with the topic of this research. The researcher chose the students of the two classes of the office administration (Administrasi Perkantoran) at the eleventh grade of SMKN 1 Kraksaan namely as the sample. They consisted of 33 students of APK 1 and 34 students of APK 2. Hence, the total number of sample in this research was 67 students. The researcher took the students of the office administration major because of they preferred to be researched. In addition, the researcher also found out there were some problems with the students of two classes in the teaching and learning of speaking skill. They lacked vocabulary and motivation to learn English

speaking, got difficult to pronounce the words correctly, felt anxious to speak English when presenting the projects and even they were very passive to express their thoughts during the process of the teaching and learning in the class.

Research Instruments

The instruments used in this study were speaking pre-test and post-test. The speaking tests were used as the main sources to determine the homogeneity of the students' speaking ability to prior to the treatment and to measure the effectiveness of the treatment.

In this study, the research instruments were needed in order to collect the data (Fraenkel and Wallen, 2009). There were two tests in experimental research, namely the pre-test and the post-test (Cresswell, 2012). Firstly, the pre-test was given to both groups the experimental and control groups before they received the treatments. It could be used as the measurement to assess the attribute or characteristic of the students before they obtained the treatment. Secondly, the experimental and control group were evaluated by giving the post-test. It referred to give the same test as given before. Nevertheless, the experimental group was treated by using PjBL in speaking activities, while the control group without using PjBL. The speaking of pre-test and post-test can be seen in the appendix 1.

Therefore, the speaking pre-test was used to know the homogeneity of the two groups, and the speaking post-test was used to measure the students' speaking competence by comparing the result of the post-test from the experimental group and control group. Nation and Macalister (2010) state that the post-test is the achievement test that will be used to know how much the learners have actually learned from in a course and the effectiveness of the course. In other words, it is

used to test the achievement of the objective of the study within a certain period of time (Brown, 2004). In this case, the tests were developed based on the following steps. The first, the researcher determined the purpose of project that was achievement test. The second, selected the appropriate test item. Since the objective of the test was the students who were able to express their idea orally, the test item that was relevant with the objective of speech or monologue.

Since the speaking test in the pre-test and post-test were a subjective test, the scoring process could only be done subjectively. Hence, the score depended on the scorer's impression toward the students' speaking performance which were categorized into various aspects such as pronunciation, grammar, vocabulary, fluency and comprehension (see appendix 2). Therefore, to avoid the subjectivity, the rating process had be done by two raters. The selected raters were the English teachers who had taught English courses for four years.

The rating process was conducted by measuring the students' pre-test and post-test performance that had been recorded by the researcher. The maximum acceptable differences between rater one and rater two were 1 point so that there was not any significant different from the two raters' scorer. When there was more than one-point difference between rater one and two, the researcher asked for clarification and discussed the difference then minimize it. The last, the result from the raters were accumulated then divided into two to get the final score (see appendix 3).

Test Validity

Test validity refers to measuring what is supposed to measure (Heaton, 1989, Nation and Macalister, 2010). In other words, a test is considered valid when it is representing what is to evaluate. For example, in speaking assessment, a monologue test has high validity because the students completely produce the oral activity. Therefore, Brown (2004) argues that validity is the most crucial element in assessment. Heaton (1989) breaks down validity into four categories. The first is face validity; it can be described when the test items seems right to other evaluators, teachers, moderators and test takers. The second is content validity. It is an indication that determines a certain interpretation of test to be justified. Wang, Chen, Gong and Tiura (2009) state a test has content validity if its content represents the sample of the subject skills and precise structures of skill component. The third is construct validity. Heaton (1989) points out that the test has construct validity when it can fulfil the requirement of a particular feature that is in accordance with the theory of language behavior and learning. The last is empirical validity. This validity is obtained as a result of comparing the results of the test with the result of some criterion measure. The test situations are always an important factor in determining the overall validity of any test (Heaton, 1989).

In relation to this study, construct validity and content validity were used. In order to prove that the result of the test fulfill the construct validity, the task was in the form of direct speaking performance test which was oral presentation. The direct speaking performance was selected by considering two aspects, namely: 1) direct speaking test required the students to express their own words orally so that the test measures what it was intended to measure and 2) direct speaking test was

easier and quicker to prepare. In addition, for content validity, test can be called to have validity if it contains a representative sample of skills, structure, and so on that it is meant to be concerned (Hughes, 2003). In line with this study, the test was used to measure the students' ability in expressing ideas orally in the form of oral presentation. Thus, the speaking components that were included in the scoring scale used to measure the students' speaking performance consists of pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, the test could be claimed to have the content validity evidence.

The subjects of this study performed oral presentation with a given topic in during the activities. The speech was in direct speaking performance not by recording because the test situation could not be controlled. To make sure that the speaking test was appropriate, the researcher asked all English teachers who taught the English course in SMKN 1 Kraksaan.

Reliability

Heaton (1989) points out that reliability is a crucial element of a good test or in scale for productive skill. Reliability in testing is the consistency of score on a test (Bachman and Palmer, 1996, Heaton, 1989, Nation and Macalister, 2010). In other words, the consistency of test score refers to the nearly similar result despite the test is held in different occasions. For example, in speaking performance, one student who performs oral assessment evaluated by teacher A, will yield nearly the same result if he or she is evaluated by another different rater by using similar scoring scale. In that case, it shows that the scoring scale has fulfilled the reliability although there are some possible aspects which might influence the identical result

such as fatigue, student error in responding, or even the examination place (Wells and Wollack 2003).

The reliability of this study was seen by the same score given to the students' speaking performance when it was rated by two or more raters. By using inter rater reliability, the consistency of the students' scores could be known. In this study, the researcher chose to apply inter-rater reliability since the result showed the consistency of the students' scores under the condition that the other corrector had the same qualification and competency in the field being tasted, and the scoring was based on the same guidelines. The maximum acceptable difference between rater one and two is 1 point so that there was not any significant difference from the two raters' scores.

Treatment

There were two research treatments of this experimental research namely treatment for the experimental group and control group. Each research treatment was discussed as follows.

Treatment for Experimental Group

The activities of the teaching and learning process of speaking in the experimental group were conducted in eight meetings. These eight meetings were conducted on twice in week based on the class schedule. The eight meetings were used for the pre-test, introduction the material about factual report text through the implementation of PjBL method dealing with the example of simulation of how to employ the method in speaking activities and for the post-test in the last meeting. To optimize the time during experiment, the general description related to PjBL

method had been introduced by the teacher along with the example of the projects or tasks in the teaching and learning of speaking activities.

Treatment for Control Group

In the control group, the same material and media were employed. This class was conducted in eight meetings the same as experimental class that were based on the class schedule. The eight meetings were also used for the pre-test, explanation the material about the factual report text in the same learning activity that conducted as the experimental group by distinction only on the teaching method where in the control group, the teacher used conventional method in teaching namely Grammar Translation Method and those meetings were used for the post-test in the last meeting (see in appendix 1).

Data Analysis

Dealing with the students' speaking performance, the data analysis was intended to investigate the difference of the students' speaking performance before and after the treatment. Since this study used quasi experimental, non-randomized control group, the pre-test and post-test design, and the students' speaking achievement prior to the treatment had been involved in the analysis.

Before testing the hypotheses, the researcher tested the normality and the homogeneity of the data collected. According to Larson - Hall (2010), the normality of data should be checked before conducting statistical test. In addition, homogeneity testing is a test to measure whether the data are homogeneous (Sudjana, 2005). Larson - Hall (2010) suggests the way of testing homogeneity of variance is to use Levene's test. Therefore, the type of testing above had been done by using statistical program namely IBM SPSS in the Independent Sample T-test

which was to examine the differences between the pre-test and post-test scores of the experimental and control groups. Hence, the hypothesis testing was conducted to investigate whether or not PjBL has a significant effect on the students' speaking achievement.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The findings of this research are reported to know whether or not Project-PBL could contribute significant effect on improving the students' speaking skill.

The Results of Pre-test Analysis of the Experimental and Control Groups

Dealing with the research findings based on the data analysis obtained, the results of the pre-test are to know the students' speaking ability before the treatment. The pre-test was conducted in the experimental and control group based on the given topic. The description of the students' speaking pre-test score could be seen in Table 4.1 below.

Table 4.1 The Score of Pre-test of the Experimental and Control Groups

Group Statistics					
Pre-test scores					
Group classes	Mean	N	Std. Deviation	Minimum	Maximum
Control group	58.7059	34	2.57646	55.00	66.00
Experimental group	59.0303	33	3.49540	55.00	68.00
Total	58.8657	67	3.04460	55.00	68.00

The Table 4.1 showed that the students' speaking pre-test scores in the control group ranged between 55 and 66 with the mean of 58.70, and the standard deviation of 2.58. Meanwhile, the students' speaking pre-test scores in the experimental group ranged between 55 and 68 with the mean of 59.03, and the

standard deviation of 3.50 respectively. As a result, it indicated that the average of score both of groups were almost equal or not highly different. In fact, the difference was 0.6.

In order to know whether the sample from the experimental and control groups were equal or not, the result of the pre-test of both groups were analysed by using the Independent Sample T-test. Before this parametric statistic testing was conducted, the normality and homogeneity data testing had to be checked in the beginning of the section.

1. Normality Testing

In order to know the pre-test analysis of the experimental and control groups were equal, the data were analyzed by one-sample Kolmogorov test in SPSS analysis. The criteria of normality data were analyzed by using the general level of the significance of more than 0.05. In other words, the significance was stated in the formulas, that is when the Sig is ≥ 0.05 , it is normal; and when the Sig is ≤ 0.05 , it is not normal. The results of normality testing can be seen in Table 4.2 below.

Table 4.2 The Normality Data of the Pre-Test of the Experimental and Control Groups

One-Sample Kolmogorov-Smirnov Test

		Pre_Experimental	Pre_Control
N		33	34
Normal Parameters ^{a,b}	Mean	59.0303	58.7059
	Std.	3.49540	2.57646
	Deviation		
Most Extreme Differences	Absolute	.261	.160
	Positive	.261	.160
	Negative	-.163	-.088
Kolmogorov-Smirnov Z		1.500	.936
Asymp. Sig. (2-tailed)		.137	.346

a. Test distribution is Normal.

b. Calculated from data.

Reflecting from the data above, the Sig. (2-tailed) of the experimental group was 0.14, and that of the control group was 0.35. Consequently, each group got different levels of significance, namely for the experimental group was 0.14 which was higher than 0.05, and the control group was 0.35 which was also higher than 0.05. Hence, the test distribution of the experimental and control groups could be claimed to fulfill the normality assumption.

2. Homogeneity Testing

After knowing that distribution of the pre-test scores was normal, the data was intended to find out the information about the homogeneity of the data. The homogeneity data testing in the experimental design was intended to measure the differences or similarities across the groups. Moreover, in order to know whether the data were homogeneous, the following rule was applied. When the Sig is $\geq .05$ it is homogeneous or there is no significant difference between the two groups and when the Sig is $\leq .05$, it is considered not homogeneous or there is a significant difference between the two groups. The result of the homogeneity of the speaking pre-test scores of the experimental and control groups can be seen in Table 4.3

Table 4.3 The Test of Homogeneity of Variances for the Experimental and Control Groups

Test of Homogeneity of Variances			
Pre-test Score			
Levene Statistic	df1	df2	Sig.
1.167	1	65	.284

Referring to the table 4.3 above, the significance level of the homogeneity test of the experimental and control groups were 0.28. It showed that the Sig value of the data was higher than 0.05. Thus, the experimental and control groups were homogeneous. After the result of the normality and homogeneity of the data were conducted, t-test had also to be tested. It can be seen in Table 4.4.

Table 4.4 The Pre-test Scores of the Independent Sample T-test**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	1.167	.284	.433	65	.666	.32442	.74862	-1.17067	1.81951
	Equal variances not assumed			.431	58.794	.668	.32442	.75198	-1.18040	1.82924

Reflecting from the table above, the t value was -the sig. (2 tailed) value of the data 0.66 which was higher than .05. Therefore, it can be claimed that the pre-test scores of the experimental and control groups were equal. In other words, there was no significance different between the speaking scores of the two groups before the treatment employed.

The Results of Post-test Analysis of the Experimental and Control Groups

Based on the data analysis, the results of the post-test in the experimental and control groups which were administrated to get the data of the students' speaking score after implementing different treatments between both groups. To get more detail information about the results score of the post-test of the experimental and control groups can be seen in the Table 4.5

Table 4.5 The Score of the Post-test of the Experimental and Control Group Group Statistics

Post-test Scores

Group Classes	Mean	N	Std. Deviation	Minimum	Maximum
Control group	59.0882	34	2.62121	55.00	66.00
Experimental group	76.5758	33	3.96098	67.00	85.00
Total	67.7015	67	9.41471	55.00	85.00

Based on the table above, it showed that the students' speaking post-test scores in the experimental group ranged between 67 and 85 with the mean of 76.57 and the standard deviation of 3.96. Meanwhile, the students' speaking post-test scores in the control group ranged between 55 and 66 with the mean of 59.09 and the standard deviation of 2.62. Indeed, it could be concluded that the mean of the experimental group was significantly higher than the mean of the control group. Thus, the differences of both group scores were 17.48.

All things considered, parametric statistical analysis was used to test hypothesis because all the assumption had been fulfilled. Therefore, the parametric testing in this research was the Independent Sample T-test to know whether the results of the hypothesis testing.

The Results of the Hypothesis Testing

Testing hypothesis is the main purpose of conducting this research. It was conducted to know whether or not PBL has a significant effect on the students' speaking achievement. In order to see the hypothesis, the Independent Sample T-test analysis was used to measure the different scores of post-test between the experimental and control groups. Consequently, the result whether an experimental treatment had a positive significance or not, it was needed to set the two hypothesis at the 5% level of significance. It can be stated that the Sig is ≥ 0.05 , it means that the H_0 is accepted and when the Sig is ≤ 0.05 , it means that H_0 is rejected.

Therefore, the two hypothesis had already been provided to answer the research question in this research namely H_0 = PjBL has not a significant effect on the students' speaking achievement at eleventh grade of SMKN 1 Kraksaan and H_a = PjBL has a significant effect on the students' speaking achievement at eleventh

grade of SMKN 1 Kraksaan. The result of the independent sample t-test could be seen in table below.

Table 4.6 The Result of the Post-test Using Independent Sample T-test Analysis

Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
posttest	Equal variances assumed	2.992	.088	21.372	65	.000	17.48752	.81825	15.85336	19.12169
	Equal variances not assumed			21.246	55.297	.000	17.48752	.82311	15.83816	19.13688

From table 4.6, it can be seen that the **t** value on equal variance assumed was 21.372. Then, the distribution of **t** table on $\alpha = 5\%: 2 = 2.5\%$ (2 -Tailed) with degree of freedom (df) $n - 2$ ($67 - 2 = 65$) was 1.997 (see the appendix 4). Based on the table above, it showed that **t** value (21.372) was higher than **t** table (1.997). Thus, it could be concluded that the alternative hypothesis was accepted. In other words, PBL could give significant effect on the students' speaking achievement.

In addition, based on the result of the independent sample t-test score above, it was also observed that the obtained probability from the two groups was 0.00 at the 0.05 level of significance. The probability of 0.00 which was less than the 0.05, there was no meaningful evidence to accept the Null hypothesis. Thus, it can be concluded that PjBL gave a significant effect to enhance the students' speaking skill in the teaching and learning process at SMKN 1 Kraksaan.

Discussion of the Findings

This section focused on discussing the research findings with the established theories and previous research findings which were discussed as follows.

In relation to the research question on whether or not PjBL could give a significant effect on improving the students' speaking skill, it was obtained the data by using the Independent Sample T-test analysis. The speaking score results revealed that there was any significant difference between the experimental and control groups. As a result, PjBL had a significant effect on the students' speaking achievement at eleventh grade of SMKN 1 Kraksaan. To sum up, the data was claimed that the students' speaking skill by using PjBL significantly improved in the teaching and learning process at SMKN 1 Kraksaan. Additionally, this findings were also in line with theories and some research findings related to conduct the similar research.

According to Boss, Krajcik, and Patrick (1995) and Fragoulis (2009), several positive outcomes of implementing PjBL method in the teaching and learning of speaking skill that PjBL provides contextual and meaningful learning for the students; it increases in their interests, motivation, engagement, and enjoyment; it creates an optimal environment for practicing speaking English; and makes the students actively engage in project learning. Some activities of PjBL highly emphasize on the students' engagement on their own learning and the students can promote their responsibility, metacognitive skills and collaborative learning (Ministry of Education and Culture, 2013). In that theory, PjBL gave some solutions to overcome the students' difficult in their learning, namely they lacked vocabulary and motivation to learn, got difficult to pronounce the English words

correctly, felt anxious to speak English, and even they were afraid of expressing their thoughts during the process of the teaching and learning in the class. As a result, the finding of this research showed that PjBL could cope those the students' problems appropriately. They had more motivation and interest to learn, felt confident to perform using English, and even improved their speaking score.

Likewise, the similar findings were also conducted by Roessingh and Chambers (2011). The result revealed that the application of PjBL in teaching and learning activities enhanced the quality of the teacher and contributed to higher level of cognitive development concerning the students' speaking skill. Moreover, there were also some studies which showed the same result from Veiga Simão, Flores, & Figueira, (2008). They pointed out that the effectiveness of PjBL improved the students' speaking skill; the students were more active to speak by using the projects or tasks; and PjBL improved the teachers' quality of the teaching speaking. And also, Fernandes (2014) also revealed PBL gave the positive outcomes such as teamwork skills, increased the students' motivation, articulation between theory and practice, problem solving, so that the students were active to learn English during the teaching and learning process in Portugal. Additionally, Cuma (2012) conducted a study on enhancing the students' learning of speaking through PBL in Turkey. The result showed that PjBL gave the positive outcome to enhance the students' skills related to speak English and the activities of the class, the students were emphasized to design a project or product in order to create an optimal environment for practicing speaking English. Hence, this method was an alternative method to engage Turkey's students to participate actively in class when learning of the speaking skill.

Considering the discussion, this research was conducted the same research on improving the students' speaking skill but the research object was taken in Indonesian students. The differences of the system of English education, facilities, the quality of the students and teachers in Indonesia could be the comparison among the other countries. In addition, the objective of this research was to know whether or not the students' speaking skill was improved by using PjBL, it could be concluded that this method was one of a proper teaching and learning method which provided the positive outcomes of the teaching and learning of English. One of the positive outcomes was PjBL highly enhanced the students' motivation and interest to learn especially for speaking skill.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings, it could be concluded that there was significant achievement in the students' speaking score after applying Project-Based Learning (PjBL) in SMKN 1 Kraksaan. Moreover, the results of the post-test in the experimental group which used PjBL could be claimed that the students' speaking significantly improved than the result of the control group which was used the conventional method. So, it can be concluded that PjBL can be utilized and adopted to promote speaking skill because of this method meaningfully gave the positive outcome in improving the students' speaking skill. In addition, it also can enhance the students' critical thinking, motivation, interest to learn English, especially for the eleventh grade students of SMKN 1 Kraksaan.

Suggestions

Hopefully this research can be useful, especially for the English teachers, students and further researchers.

- a. The English teachers have to be selective in choosing a teaching method that is supposed to overcome the students' difficulties in learning English and PjBL as an alternative method to improve the students' speaking skill, build up the students' interest and motivate to learn English to combine with other English skills such as writing, reading and listening.
- b. By using PjBL will develop the students' confidence, activity and their English communicative competence which is very useful for them to do proper English communication in the future.
- c. This research is expected to encourage and inspire other researchers to conduct a research that deals with speaking. Otherwise, they could also study the improvement of the students' speaking to combine by using other methods.

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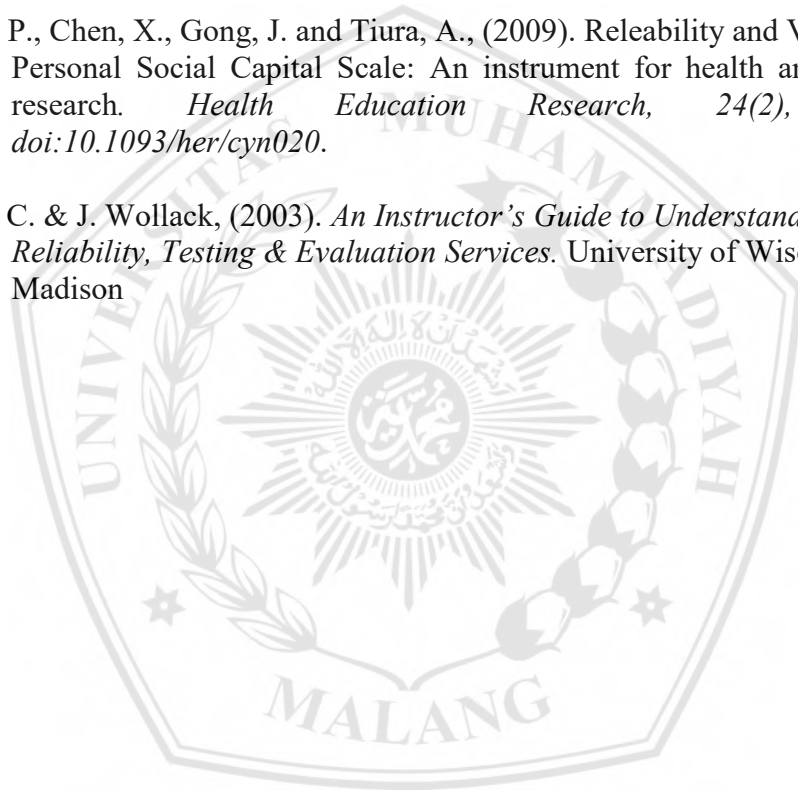
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**PEMENRINTAH KABUPATEN PROBOLINGGO
DINAS PENDIDIKAN**

SMKN 1 KRAKSAAN

**JL. Tennis No. 10 Kraksaan, Patokan, KecKraksaam, Kab. Probolinggo.
Telp/fax (0335) 841308. Email:admin@smkn1kraksaan.sch.id**

LESSON PLAN FOR EXPERIMENTAL GROUP

School : SMKN 1Kraksaan
Subject : English
Grade/ Semester : XI/1
Topic : Factual Report
Allocation Time : 3 x 2 JP

A. MAIN COMPETENCY

1. Appreciating and practicing religious teachings.
2. living and practicing the honest behavior, discipline, responsibility, care (mutual assistance, cooperation, tolerance, and peace), politeness, responsiveness and pro-active character and showing the attitude as a part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the curiosity of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
4. Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-study in schools independently, and capability of using methods according to scientific rules.

B. BASIC COMPETENCIES

- 1.1 Being thankful for the opportunity to learn English as the language of international communication, which is manifested in the spirit of learning.

- 2.2 Demonstrating a responsibility, sympathy, collaboration, and love in the functional communication.
- 3.9 Analyzing the structure text and language feature into the factual report and requesting the factual report about people, animals, nouns, phenomena and society in the lesson of the eleventh grade.
- 4.13 Understanding the meaning of the factual report about people, animals, nouns, phenomena and society in the lesson of the eleventh grade.

C. INDICATORS

1. To identify the differences between factual report in English to Indonesia.
2. To analyze the social function, generic structure and language feature in factual report on the eleventh grade students.
3. To identify to know the detail information of factual report by combining natural phenomena, technology and so on.

D. LESSON OBJECTIVES

After applying Project Based learning in meeting 1-2, the students will be able to:

1. Identify the differences between factual report in English to Indonesia.
2. Analyze the social function, generic structure and language feature in factual report.
3. Find out the main point of factual report in speaking and writing skills.

E. APPROACH AND TEACHING METHOD

Project-Based Learning Method and Group discussion

F. SOURCES AND MEDIA

1. Learning Media: Pictures, Texts, LCD and Power Point Presentation
2. Learning Source
3. Bahasa Inggris Kelas XI, Ministry of Education and Culture.

G. TEACHING AND LEARNING ACTIVITIES

Meeting I

A. Pre-activity(5 minutes)

1. The teacher greets the students using English in order to create English environment.
2. The teacher informs the lesson objectives in teaching and learning process.
3. The teacher motivates the students to learn English.
4. The teacher explains a little bit the material about factual report
5. The students accept the information about factual report.

B. Main-activity(50 minutes)

Observing

1. The teacher gives a video
2. The students identify a video and respond by giving a question related to a video.

Questioning

1. The students find the main ideas, detailed information from factual report text.

Exploring

1. The teacher explains the material about factual report text.
2. The teacher plans to design a project.
3. The teacher asks the students to design their project in term of topic, procedure and presentation.
4. The teacher divides the students work in group to make a project and shows the example of project.

Associating

1. The students manage the information from the group.
2. The teacher monitors the students' project.
3. The teacher and students make a timeline to finish the project.
4. They decide the deadline when collecting the project.

Communicating

1. The teacher acts a facilitator in controlling the students work in their group.

2. The teacher advises the students to look for a topic about report text freely, it can be from internet, newspaper and so on.
3. They discuss a project with other group (reflection).
4. Then, they present the result of a project in the front class.

C. Post activity

1. The teacher reviews and includes the material about factual report.
2. The teacher gives the students opportunity to ask about the material.
3. Teacher and students reflect on the activities that have been carried out.

Meeting II

A. Pre-activity(5 minutes)

1. The teacher greets the students using English in order to create English environment.
2. The teacher reviews previous lesson and continues the lesson.
3. The teacher asks the students understanding about factual report.

B. Main-activity(45 minutes)

Observing

1. The teacher replay a video
2. The students identify a video and respond by giving a question related to a video.

Questioning

1. The students find the main ideas, detailed information from factual report text.

Exploring

1. The teacher explains previous material about factual report text.
2. The teacher continues the students' group discussion related the project.

Associating

1. The teacher monitors the students' project.
2. The teacher and students make a deadline when collecting the project.

Communicating

1. The teacher controls and advises the students work in their group.
2. The students discuss the project and give feedback from other group.
3. Then, they present the result of a project in the front class.

2. Post-activity (10 minutes)

1. The teacher reviews and includes the material about factual report.
2. The teacher gives the students opportunity to ask about the material.
3. Teacher and students reflect on the activities that have been carried out.

H. TEACHING MATERIAL

1. Material

a. Function:

1. Report text is a text which presents the information about something and it is as a result of systematic observation and analyses.
2. Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

b. Generic Structure of Report Text:

1. General Classification: General statements that describe the subject of the report, description, and classification.
2. Description: tells what the phenomenon under discussion; in terms of parts, qualities, habits or behaviors.

c. Language features of Report text:

1. Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.
2. Most reports are written in the present tense.
3. Use some passive voice.
4. Some reports use technical or scientific terms.
5. Linking verbs are used, eg. is, are, has, have, belong to, to give coherence.
6. Uses some action verbs (climb, eat).

7. Descriptive language is used that is factual rather than imaginative eg. color, shape, size, body parts, habits, behaviors, functions, uses.

I. ASSESSMENT

The procedure of assessment is given through the students peer assessment during the group presentation. To make sure whether the objectives of the lesson have been already achieved, process of assessment does not result in scores, but reports on students' learning progress.

Probolinggo, August 10, 2018

School Headmaster

English Teacher

Drs. Abdul Rofi

Abi Suratno, S.Pd



**PEMENRINTAH KABUPATEN PROBOLINGGO
DINAS PENDIDIKAN**

SMKN 1 KRAKSAAN

**JL. Tennis No. 10 Kraksaan, Patokan, Kec Kraksaam, Kab. Probolinggo.
Telp/fax (0335) 841308. Email: admin@smkn1kraksaan.sch.id**

LESSON PLAN FOR CONTROL GROUP

School : SMKN 1 Kraksaan
Subject : English
Grade/ Semester : XI/1
Topic : Factual Report
Allocation Time : 3 x 2 JP

A. MAIN COMPETENCY

1. Appreciating and practicing religious teachings.
2. living and practicing the honest behavior, discipline, responsibility, care (mutual assistance, cooperation, tolerance, and peace), politeness, responsiveness and pro-active character and showing the attitude as a part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the curiosity of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
4. Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-study in schools independently, and capability of using methods according to scientific rules.

B. BASIC COMPETENCIES

- 1.2 Being thankful for the opportunity to learn English as the language of international communication, which is manifested in the spirit of learning.

- 2.3 Demonstrating a responsibility, sympathy, collaboration, and love in the functional communication.
- 3.10 Analyzing the structure text and language feature into the factual report and requesting the factual report about people, animals, nouns, phenomena and society in the lesson of the eleventh grade.
- 4.13 Understanding the meaning of the factual report about people, animals, nouns, phenomena and society in the lesson of the eleventh grade.

C. INDICATORS

1. To identify the differences between factual report in English to Indonesia.
2. To analyze the social function, generic structure and language feature in factual report on the eleventh grade students.
3. To identify to know the detail information of factual report by combining natural phenomena, technology and so on.

D. LESSON OBJECTIVES

In the end of the lesson, the students are expected to be able to:

1. Identify the differences between factual report in English to Indonesia.
2. Analyze the social function, generic structure and language feature in factual report.
3. Find out the main point of factual report in speaking and writing skills.

E. APPROACH AND TEACHING METHOD

Grammar Translation Method and Individual and Pair work

F. SOURCES AND MEDIA

1. Learning Media: Pictures, Texts, LCD and Power Point Presentation
2. Learning Source
3. Bahasa Inggris Kelas XI, Ministry of Education and Culture.

G. TEACHING AND LEARNING ACTIVITIES

Meeting I

A. Pre-activity(5 minutes)

1. The teacher enters the room, greets, and checks student's readiness to learn English.
2. The teacher starts the learning process by showing pictures and the passage of pictures.
3. The teacher invites the students to guess what the topic to be learned.
4. The teacher tells the students the topic about the factual report text.

B. Main-activity(50 minutes)

Observing

1. The teacher asks the students' understanding about the factual report text.
2. Then, by giving the passage in the pictures, the students read the passage.

Questioning

1. After reading the passage, the teacher asks to translate from English into Indonesia.
2. The students find the point of passage.

Exploring

1. The teacher explains the material about the factual report text
2. The teacher gives example of the factual report text.
3. After that, the teacher determines the topic such as tourism place, actors or artists, animals, transformations and so on.
4. The teacher translate the passage in the picture to English.
5. Then, the students make a text about the topic given.
6. The teacher helps the students about new vocabulary in their project.

Associating

1. The students make a text about the picture that given.
2. The students analyze the picture to make a text into English.

Communicating

1. The teacher makes a group in which is each group divided into 5 groups consist of 5 or 6 students.

2. The teacher asks the students to choose the topic.
3. After the students choose the topic, they discuss with their group.
4. The teacher helps the students to translate new vocabulary
5. The teacher controls them to finish the project based on the topic chosen.
6. After the discussion of group finish, the teacher asks to the groups who present in the front of the class.
7. Other groups provide the question or response to the group who presents the project.
8. After finishing the presentation, the students have to submit the project.

C. Post-activity(5minutes)

1. The teacher reviews and includes the material about the factual report.
2. The teacher gives the students opportunity to ask about the material.
3. Teacher and students reflect on the activities that have been carried out.

Meeting II

A. Pre-activity(5 minutes)

1. The teacher greets the students using English in order to create English environment.
2. The teacher reviews previous lesson and continues the lesson.
3. The teacher asks the students understanding about factual report.

B. Main-activity(45 minutes)

Observing

1. The teacher asks the students' understanding about the factual report text.
2. Then, by giving the passage in the pictures, the students read the passage.

Questioning

1. After reading the passage, the students find the point of passage.

Exploring

1. The teacher retell the material about the factual report text
2. Then, the teacher asks the students' understanding about previous material.

Associating

1. The students continue to make a text about the picture that given.
3. The teacher helps the students to make a text into English.

Communicating

1. The teacher asks the students to choose the topic.
2. The students discuss the topic with their group.
3. They continue to present about the result of group discussion in the front of the class.
4. The teacher and other group give some feedbacks.

C. Post-activity (10 minutes)

1. The teacher reviews and includes the material about factual report.
2. The teacher gives the students opportunity to ask about the material.
3. Teacher and students reflect on the activities that have been carried out.

H. TEACHING MATERIAL

1. Material

a. Function:

1. Report text is a text which present information about something and it is as a result of systematic observation and analyses.
2. Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

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2. Description: tells what the phenomenon under discussion; in terms of parts, qualities, habits or behaviors.

c. Language features of Report text:

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2. Most reports are written in the present tense.
3. Use some passive voice.
4. Some reports use technical or scientific terms.
5. Linking verbs are used, eg. is, are, has, have, belong to, to give coherence.
6. Uses some action verbs (climb, eat).
7. Descriptive language is used that is factual rather than imaginative eg. color, shape, size, body parts, habits, behaviors, functions, uses.

I. ASSESSMENT

The procedure of assessment is given through the students peer assessment during the group presentation. To make sure whether the objectives of the lesson have been already achieved, process of assessment does not result in scores, but reports on students' learning progress.

Probolinggo, August 10, 2018

School Headmaster

English Teacher

Drs. Abdul Rofi

Abi Suratno, S.Pd

APPENDIX 2

1. The scoring Rubric for the Speaking Pre-test and Post-test in the Experimental and Control Groups (*Heaton, 1989*).

Category	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
Very poor (0-4)	A lot of wrong pronunciation	Sentence show almost no grammatical error	Very limited knowledge/use of English words	Hesitation and /or pause all the time	Almost no or too little understanding
Poor (5-8)	Frequent wrong pronunciation	Major problems in grammar	Frequent errors in word choice	Frequent hesitation and/or pause	Limited understanding and/or needs constant repetition and rephrasing
Average (9-12)	Occasional errors in pronunciation	Several errors in constructing structures	Occasional error in word choice	Occasional hesitation and/or pause	Understand careful and/or simplified speech with fewer repetition
Good (13-16)	Some error in pronunciation	Minor problems in grammar	Minor error in word choice	Minor hesitation and/or pause	Understand normal and/or simplified speech with fewer repetition
Very good (17-20)	Minor error or no error	Few or no error in grammar	Effective/ appropriate word choice	No hesitation and /or pause	Understand everything without repetition

2. Oral Exam Evaluation Chart From the Scoring Rubric for Speaking Pre-test And Post-test Scoring

Speaking/oral assessment criteria		
Criteria	Description	Score
Very good	Communicate effectively and accurately with minor mistake. Fluent and no assistance necessary	86-100
Good	Communicate well with few mistake. Maintains effectively her/his own part of discussion	71-85
Average	Communicate with some mistake. Needs little effort on the part of the listener	51-70
Poor	Has problem in communication. Frequently inaccurate, little meaning conveyed	25-50
Very poor	Has serious problem in communication. Limited or no understanding	0-25

The scoring scale is adapted from (Heaton, 1989)

3. The Speaking Test in the Experimental and Control Groups

a. Speaking Pre-Test

The test is in the form of individual oral presentation

I. Instruction

Choose one topic from some topics which are provided below and presented in front of the class for above 3 (three) minutes oral presentation.

II. The Topic-Factual Report text

1. Artists or actors
2. Countries or cities
3. Culcures
4. Tourism Place
5. Animals
6. Plants
7. Transportations

b. Speaking Post-Test

The test is in the form of individual oral presentation

I. Instruction

Choose one topic from some topics which are provided below and presented in front of the class for above 3 (three) minutes oral presentation.

II. The Topic-Factual Report text

1. Artists or actors
2. Countries or cities
3. Culcures
4. Tourism Place
5. Animals
6. Plants
7. Transportations

Appendix 3

1. The Results of the Students' Speaking Test of the Experimental Group (APK 2)

a. Pre-test

No	Name	Rater 1	Rater 2	Total	\bar{X}
		Pre-test	Pre-test		
1	Faisal Amin J	56	56	112	56
2	Asmaul husna	56	58	114	57
3	Nurwardina	67	59	126	63
4	Elly susan	54	58	112	56
5	Rina mariana	57	61	118	59
6	Dwi rodita	61	55	116	58
7	Yuli	58	62	120	60
8	Novita K	58	54	112	56
9	Erwina	60	56	116	58
10	Musyarova	59	59	118	59
11	Yulistira	57	55	112	56
12	Estu indah	59	53	112	56
13	Dwi astutik	60	68	128	64
14	Aisyah dewi	56	60	116	58
15	Kurniawati	63	71	134	67
16	Romseh	59	55	114	57
17	Abdita Martika R	60	60	120	60
18	Ainul yakin	62	56	118	59
19	Ida farida	56	57	114	57
20	Irawati	57	57	114	57
21	Vivi Dwi F	59	59	118	59
22	Risa umami	58	54	112	56
23	Eka	60	56	116	58
24	Vira	59	59	118	59
25	Mudrika	57	61	118	59
26	Eva safitri	55	55	110	55
27	Sri handa yani	55	59	114	57
28	Laili latifah	79	71	150	75
29	Jauza Alma S	56	58	114	57
30	Fitria nurhasanah	67	63	130	65
31	Choirun nisah	57	58	116	58
32	Nurul laili afrida	70	66	136	68
33	Rizky Nur O	68	66	134	67
				3.932	119.15

b. Post-test

No	Name	Rater 1	Rater 2	Total	\bar{X}
		Post-test	Post-test		
1	Faisal Amin J	72	78	150	75
2	Asmaul husna	76	74	150	75
3	Nurwardina	79	83	162	81
4	Elly susan	70	64	134	67
5	Rina mariana	75	79	254	77
6	Dwi rodita	75	71	146	73
7	Yuli	81	77	158	79
8	Novita K	74	78	152	76
9	Erwina	79	75	154	77
10	Musyarova	78	76	154	77
11	Yulistira	79	71	150	75
12	Estu indah	77	73	150	75
13	Dwi astutik	86	78	164	82
14	Aisyah dewi	74	82	156	78
15	Kurniawati	86	84	170	85
16	Romseh	79	75	154	77
17	Abdita Martika R	76	80	156	78
18	Ainul yakin	74	74	148	74
19	Ida farida	70	72	142	71
20	Irawati	77	71	148	74
21	Vivi Dwi F	80	76	156	78
22	Risa umami	76	76	152	76
23	Eka	74	70	144	72
24	Vira	75	79	154	77
25	Mudrika	81	77	158	79
26	Eva safitri	70	71	142	71
27	Sri handa yani	79	79	158	79
28	Laili latifah	77	76	152	76
29	Jauza Alma S	78	78	156	78
30	Fitria nurhasanah	78	74	152	76
31	Choirun nisah	71	71	142	71
32	Nurul laili afrida	86	80	166	83
33	Rizky Nur O	86	84	170	85
				5.278	155.23

2. The Results of the Students' Speaking Test of the Control Group (APK 1)

a. Pre-test

No	Name	Rater 1	Rater 2	Total	\bar{X}
		Pre-test	Pre-test		
1	Indri Devi L	60	56	116	58
2	Ade Nurayuni	64	68	132	66
3	Naning Dian	60	58	118	59
4	Irma Nurcahya	57	53	110	55
5	Faridatul Jannah	57	55	112	56
6	Ella widiantari	62	58	120	60
7	Leni Kharisma N	59	57	116	58
8	Intan Permata S	55	55	110	55
9	Husnol Khotima	61	57	118	59
10	Yuli Andika	56	56	112	56
11	Navi Latul a	62	62	124	62
12	Husna wiyah	59	59	118	59
13	Alvia Damayanti	60	60	120	60
14	Andre Antoro	58	58	116	58
15	Citra Charisma	57	59	116	58
16	Danu Prasetyo	62	56	118	59
17	Dwi Sulitiawati	60	60	120	60
18	Fahira Anggraini	60	64	124	62
19	Fara Dela A	57	55	112	56
20	Fitria Izzatul A	57	57	114	57
21	Gesti Setiyo H	63	63	126	63
22	Indri Devi L	57	57	114	57
23	Jumaliya	58	60	118	59
24	Charisma Dwi F	65	61	126	63
25	Khoidatul Romla	57	59	116	58
26	Lilis Sholeha	56	58	114	57
27	Moh. Rizal	55	57	112	56
28	Moh. Toha	59	59	118	59
29	Muvidah N	55	57	112	56
30	Nuraini W	59	63	122	61
31	Nuzulul Hikmah	58	56	114	57
32	Rofiatul Umroh	58	60	118	59
33	Siti Rinda M.S	56	56	112	56
34	Ummu Sa'ada	59	65	124	62
				3.868	117.21

b. Post-test

No	Name	Rater 1	Rater 2	Total	\bar{X}
		Post-test	Post-test		
1	Indri Devi L	60	56	116	58
2	Ade Nurayuni	68	64	132	66
3	Naning Dian	59	59	118	59
4	Irma Nurcahya	56	54	110	55
5	Faridatul Jannah	58	56	114	57
6	Ella widiantari	64	60	124	62
7	Leni Kharisma N	59	59	118	59
8	Intan Permata S	57	53	110	55
9	Husnol Khotima	58	60	118	59
10	Yuli Andika	58	54	112	56
11	Navi Latul a	56	62	124	62
12	Husna wiyah	57	61	118	59
13	Alvia Damayanti	59	61	120	60
14	Andre Antoro	58	60	118	59
15	Citra Charisma	57	59	116	58
16	Danu Prasetyo	60	60	120	60
17	Dwi Sulitiawati	61	59	120	60
18	Fahira Anggraini	61	65	126	63
19	Fara Dela A	55	59	114	57
20	Fitria Izzatul A	56	58	114	57
21	Gesti Setiyo H	61	65	126	63
22	Indri Devi L	56	58	114	57
23	Jumaliya	59	59	118	59
24	Charisma Dwi F	62	66	126	64
25	Khoidatul Romla	60	60	120	60
26	Lilis Sholeha	55	59	114	57
27	Moh. Rizal	57	59	116	58
28	Moh. Toha	57	61	118	59
29	Muvidah N	54	58	112	56
30	Nuraini W	61	61	122	61
31	Nuzulul Hikmah	55	59	114	57
32	Rofiatul Umroh	57	61	118	59
33	Siti Rinda M.S	55	57	112	56
34	Ummu Sa'ada	62	62	124	62
				4.016	118.12

Note:

**Rater 1: Abi Suratno, SP.d*

**Rater 2: Didik Darmaji,
SP.d*

Appendix 4

1. T- table

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38
39	1,303	1,685	2,023	2,426	2,708	39
40	1,303	1,684	2,021	2,423	2,704	40

41	1,303	1,683	2,020	2,421	2,701	41
42	1,302	1,682	2,018	2,418	2,698	42
43	1,302	1,681	2,017	2,416	2,695	43
44	1,301	1,680	2,015	2,414	2,692	44
45	1,301	1,679	2,014	2,412	2,690	45
46	1,300	1,679	2,013	2,410	2,687	46
47	1,300	1,678	2,012	2,408	2,685	47
48	1,299	1,677	2,011	2,407	2,682	48
49	1,299	1,677	2,010	2,405	2,680	49
50	1,299	1,676	2,009	2,403	2,678	50
51	1,298	1,675	2,008	2,402	2,676	51
52	1,298	1,675	2,007	2,400	2,674	52
53	1,298	1,674	2,006	2,399	2,672	53
54	1,297	1,674	2,005	2,397	2,670	54
55	1,297	1,673	2,004	2,396	2,668	55
56	1,297	1,673	2,003	2,395	2,667	56
57	1,297	1,672	2,002	2,394	2,665	57
58	1,296	1,672	2,002	2,392	2,663	58
59	1,296	1,671	2,001	2,391	2,662	59
60	1,296	1,671	2,000	2,390	2,660	60
61	1,296	1,670	2,000	2,389	2,659	61
62	1,295	1,670	1,999	2,388	2,657	62
63	1,295	1,669	1,998	2,387	2,656	63
64	1,295	1,669	1,998	2,386	2,655	64
65	1,295	1,669	1,997	2,385	2,654	65
66	1,295	1,668	1,997	2,384	2,652	66
67	1,294	1,668	1,996	2,383	2,651	67
68	1,294	1,668	1,995	2,382	2,650	68
69	1,294	1,667	1,995	2,382	2,649	69
70	1,294	1,667	1,994	2,381	2,648	70
71	1,294	1,667	1,994	2,380	2,647	71
72	1,293	1,666	1,993	2,379	2,646	72
73	1,293	1,666	1,993	2,379	2,645	73
74	1,293	1,666	1,993	2,378	2,644	74
75	1,293	1,665	1,992	2,377	2,643	75
76	1,293	1,665	1,992	2,376	2,642	76
77	1,293	1,665	1,991	2,376	2,641	77
78	1,292	1,665	1,991	2,375	2,640	78
79	1,292	1,664	1,990	2,374	2,640	79
80	1,292	1,664	1,990	2,374	2,639	80

Source: Aplikasi Analisis Multivariate Dengan Program SPSS (Dr. Imam Ghozali)